DOCUMENT RESUME

ED 187 878 CE 025 367

AUTHOR Miller, Harry G.; Lee, Hyon Chong
TITLE Adult Education in Korea.
INSTITUTION Southern Illinois Univ., Carbondale. Coll. of Education.
PUB DATE 23 Jun 80
NOTE 26p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; Adults; Citizenship Education; Community Education; *Continuing Education; Educational Development; Foreign Countries; Labor Education; National Programs; Nonformal Education; Womens Education
IDENTIFIERS *Korea; Saemaul Education

ABSTRACT

Adult and continuing education in Korea is associated with a national emphasis on social education in nonformal settings outside traditional elementary and secondary systems. During the last decades, achievements have included growth in the variety of programs, national attention to the necessity of adult and continuing education, and expansion of programs to meet the needs of more groups. Problems faced include shortage of financial resources and support, lack of coordination with universities, lack of knowledge pertaining to organization of adult instructional plans, an lack of information, materials, and learning experiences for instructional programs on the basis of community services. Korean society continues to provide educational opportunities through all the following programs: (1) vocational, technical, and professional education and training for Korean adults; (2) education for the use of leisure time, and maintenance of mental and physical health; (3) education for the aged through Jang Soo Schools; (4) education for home and family life, community development, and young adults through the Saemaul Movement and Youth Guidance programs; (5) rural, professional, and labor education through the New Community Movement; (6) public affairs and professional development through Civic School education; (7) liberal adult education through short-term training programs; and (8) women's adult and continuing education through the Wife's Study groups. (JT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187878

ADULT EDUCATION IN KOREA

by

Harry G. Miller
Professor/Director
Adult Education Service Center
College of Education
Southern Illinois University
Carbondale, Illinois

Hyon Chong Lee
Researcher
The Committee for Higher Education
Ministry of Education
Seoul, Korea

June 23, 1980

CE 025 367

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Harry G. Miller
Hyon Chong Lee
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Introduction

Today's adult education is a new focus in Korean education. It had its beginnings during the late 1960s. The concern for adult and continuing education is associated with Korea's emphasis on social education. In general, social education refers to educational activities which take place in nonformal settings outside the traditional elementary and secondary education. A further purpose of social education is to enhance educational opportunities for the out-of-school adult population.

The concept of Korean adult education includes civic education, skill education, short-term training of the employed workers, library and information services, college open lectures, private tutoring programs, UNESCO and youth scout activities, air and correspondence education, short-term educational programs for Korean residents aborad, and short-term overseas training efforts. To achieve these adult education programs, the Korean Ministry of Education's Social and International Education Bureau is responsible for the administration and direction of these activities.

Korean Adult Education in Perspective

During its early history, Korean adult education had religious origins. Early religious adoration had not only an educational function but also was a form of social education. Each of these religious adorations was unique to their own traditions. Dong Meng in Ko Ku Ryo (37 A.D.) was a form of community-alliance. Sang Dal in Ko Ryo (918 A.D.) was a festival for God and heaven. Young Ko in Boo Yeu (103 B.C.) performed sacrificial rites for aboriginal gods.[1]

[1] The Royal Chronicle of the Yi Dynasty (Seoul, Korea: National Library, 1972), pp. 213-324.

Moo Chon in Myoul (194 B.C.) was a form of religious dancing.[2] Koreans learned through religious ceremonies and adorations.

The role of adult education through religious activities increased with the introduction of Buddhism and Confucianism which spread from China. Especially, Buddhism played an important role in the ideological unification of Korea as a country which occurred during the period of the Three States (37-936 A.D.). In the Ko Ryo period (918-1392 A.D.), Buddhism also played an important role in social education, particularly through programs for life philosophy and moral codes.

In the Lee Dynasty (1392-1897 A.D.), the government established educational systems such as Syong Kwun Kwan (college education), Sa Hag (higher education), Jong Hag (religious education), Hyang Kyou (a Confucian temple or school), Seu Dang (a village school house), and Seu Won (a lecture hall). For the most part, these institutions except for the Seu Dang were established for the purpose of vocational training of government officials and continuing learning for adult Confucian scholars. The most important role of Hyang Kyou was providing festivals in respect to the elderly.

In 1876, after a commercial treaty with Japan, the government became aware of the need to improve Korea's standard of living and of the role Korea played in Southeast Asia. As a result, adult education began to change from religion to an enlightenment movement similar to civic education. This enlightenment movement was carried on by newspapers such as Han Seung Sin Moon and the Independence Times. Thus, in accordance with the development of mass communications, adult education played an important role in Korea during this period.

After the Japanese annexation of Korea in 1919, the Social Education Division of the School Education Bureau was established with responsibilities

---

[2]In Soo Son, Educational History in Korea (Seoul, Korea: Hyung Seul Book Company, 1972), pp. 124-138.

for adult education. From the beginning of the China-Japanese War in 1937 to the Pacific War in 1943, adult education was used by the Japanese Adult Education Division to make the Korean people a part of the "Imperial Family."

When World War II broke out, there were many social leaders who led the racial and enlightenment movement among local farmers in spite of Japanese control. After the 1945 liberation of Korea, adult education changed and became involved with schools and home education. Although Korean adult education is one of diversity as well as one of a long-standing history, the academic development of adult education has been limited.

The first book on Korean adult education was An Essay on Social Education written in 1954. Thereafter, a publication entitled Social Education was written in collaboration among several professors. Five volumes were published during the 1960s.[3] Korean adult education was characterized by the enlightenment movement, by literacy education for socio-economic needs, and by national unity.

In the 1970s, numerous articles and presentations relating to adult education were made.[4] In addition, several seminars on adult education were held. One seminar "Adult Education As A University Curriculum" was sponsored by the Committee for Social Education for Ewha Women's University in 1972.[5] During this period, Korea was experiencing rapid economic growth and the need for continuing and retraining educational programs.

The first university lecture on adult education entitled "An Essay on Social Education" was held at Seoul National University's College of Education in 1962.

---

[3]Jong Kwon Hwang, Social Education in Korea (Seoul, Korea: National Institute of Education, 1968), pp. 23-47.

[4]Korean Society for the Study of Social Education, Industrial Society and Adult Education (Seoul, Korea: Bai Young Publishing Company, 1978), pp. 45-49.

[5]The Korean Committee for Community Schools, Community Development and and Lifelong Education (Report for community school movement), 1978, pp. 3-9.

On March 26, 1966, the Korean Society for the Study of Social Education was formed.

In response to emerging social needs, Korean education had addressed itself to the development of technological advancements in the early 1960s. National development attempted to link education to economic development and to enhance manpower development through adult and continuing education.

Types of Korean Adult Education Programs

Educational involvement in community service centers emphasize formal education as an integral part of Korean education. The basic guidelines for adult and continuing education are within this perspective.

"Saemaul Education" (New Community Movement) in Korea is one example of adult education. In addition, in-service education, mass communications, library extension programs, air and correspondence schools, and assistance programs for Koreans living abroad are all aspects of adult education.

The types of adult and continuing education schools and programs include:[6]

1. Literacy Education
2. Saemaul Education (New Community Movement)
3. Air and Correspondence Schools or Colleges
4. Trade School for Out-of-School Youth
5. Vocational Training Programs
6. Jang Soo School (Schools for the Aged)
7. Civic Schools and Higher Civic Schools
8. Youth Guidance Programs
9. Women's Adult Education
10. Other Types

---

[6]National Institute of Education, Educational Development in Korea (Seoul, Korea: Ministry of Education, 1979), pp. 152-154.

Literacy Education

At the time Korea was liberated from the Japanese in 1945, about 78 percent of the adult population was illiterate. It was natural that adult education was considered an important social and economic issue. Immediately after the Government of the Republic of Korea was founded in 1948, the Ministry of Education authorized the Adult Education Division to plan and implement an urgently needed literacy program as part of adult education. This emphasis on the elimination of illiteracy was a major thrust until the 1960s when the illiteracy rate reached 11 percent. According to the 1970 Census, the definition of illiteracy was "a person twelve years old and more who cannot read and write the mother tongue, that is, who cannot express their own simple ideas in letters." Though the current illiteracy rate is not satisfactory, especially among the aged, it is improving steadily. Adult literacy programs are operated by national, regional and local authorities.

Saemaul Education (New Community Movement)

The Saemaul Education (New Community Movement), based on the spirit of diligence, self-help and cooperation, is a revitalizing movement toward improving living standards through their voluntary and creative activities. Saemaul Education is a community school concept in which social functions of the schools emphasize the spiritual enlightenment and economic development through educational activities.

The major activities under Saemaul Education are characterized as localization of curriculum, utilization of community resources, use of school facilities for community functions, scheduling of adult education classes, delivery of school services to the community, and overall to provide an educational linkage to the social development of the community and nation.

Some of the major guidelines for the development of Saemaul Education are:

1. The Goal and Implementation Guidelines of Saemaul Education

A. Goal

The goal of Saemaul Education is to foster attitudinal re-orientation by enabling students and adults in a community to contribute to their own development as a community and nation.

B. Implementation Guidelines

1. Curriculum: The curriculum shall be organized so as to fulfill the unique needs of a region and community by focusing on the problems and concerns of the region and community.
2. Learning and Teaching: The human and material resources available in the community shall be utilized to maximize learning by all those living in a community.
3. Extracurricular Activities: Extracurricular activities shall focus on developing the attitude of industriousness and frugality.
4. Adult Education: The school shall strive to improve and widen educational opportunities for young adults as well as older adults through the offering of a variety of educational programs.
5. Service Activities: Local schools shall participate actively in community development activities by making community development an essential component of school events.
6. Productive Education: All educational activities shall be directly related to the development of useful skills which offer potential to the social and economic development of people.
7. Community Center: School facilities shall serve as a community center through which community development activities are coordinated.

8. Cultural Activities: Schools shall provide a leadership role in furthering the development of cultural activities in the community.

2. Development of Saemaul Education

Using these guidelines, different models of educational activities have been developed to serve schools. Adult education has been conducted from 1972 through these models of educational activities.

A. Establishment and Operation of Saemaul Schools

In order to support the Saemaul Movement, Saemaul Schools were established to provide educational programs in spiritual enlightenment, economic development and environmental improvement. In 1979 there were a total of 158 Saemaul Schools, each for the area of adult education under the jurisdiction of the District Office of Education. Educational programs designed for community adult education were offered during vacation periods.

B. Community Development Activities

Student Service Corps was organized to provide voluntary services to rural communities. High school students join the Corps during vacation periods. These activities were related to farming, environmental improvement and medical care.

C. Operation of Research Schools for Saemaul Education

In order to improve the quality of Saemaul Education, programs were required to submit annual reports and to conduct follow-up programs as a means for improvement.

3. Teacher Training in Saemaul Education

A variety of Saemaul Education training programs are provided to teachers by the Saemaul Training Institute and the National Institute of Education. The latter provided a series of seven-day training

programs to more than 7,437 teachers in 1977, and the 1979 training program trained 8,789 teachers.[7]

4. Promotion of Saemaul Education in Urban Areas

The New Community Movement began in rural areas with only limited focus on urban areas. However, in 1975 efforts were made to develop the movement in urban areas. Saemaul Education in the urban sector focuses on the following areas:

a. Practice of industriousness and frugality in daily life;

b. Establishment of cooperative network for national unity;

c. Autonomous practice of Saemaul spirit.

Saemaul Education played an important role in improving civic and citizenship education. Saemaul Education was instrumental in extending the social function of education in the early 1970s. Underlying this movement was the principle that one of the basic functions of schools is the participation in community development activities. Through this movement, Korea hoped to achieve a balance between agriculture and industry.

Air and Correspondence Education

1. Air and Correspondence High Schools

Air and correspondence high schools were established to provide educational opportunities to out-of-school youth and adults. This was a significant program in Korea not only because it was the first of its kinds, but also because it allowed people to continue their education, thus enhancing employment and careers.

The first eleven air and correspondence schools were established in Seoul and Busan (second capital city of Korea) in 1974. By 1978, the

---

[7]Jei Man Kim, Saemaul Education: Foundation on Korean Adult Education (Seoul, Korea: Hyung Seul Book Company, 1973), pp. 103-105.

number of schools had risen to thirty-nine. (See Appendix A.)

The program includes all of the requirements of a high school curriculum, thereby granting the same recognition to graduates as those of a regular high school. Graduation qualifications are established by passing a government-administered examination.

The advantage of air and correspondence schools is that students can continue schooling while employed full time. The program comprises lectures through general broadcast programs and regular school programs presented at schools during summer or winter vacation.

2. Air and Correspondence College

In 1970, an air and correspondence college was established. Its purpose was to provide education to those unable to continue higher education with the opportunity to complete a two-year course equivalent to a junior college education. (See Appendix B.)

Graduates have the opportunity to transfer their junior year to a state university after passing a qualification examination. In the case of applying to the certified public accountant program, there is no qualification examination required.

Course attendance is four weeks per year. Instruction is provided through daily radio programs which are broadcast at specified times, supplemented by self-learning materials, and submission of work through the mail.

Trade Schools for Out-of-School Youth

Vocational schools were established in 1966 to provide short-term programs to the out-of-school youth in order to equip them with needed skills to earn their own living. (See Appendix C.) The curricula of trade schools were organized to fit the needs of a region. Efforts were made to upgrade educational

programs with an emphasis on job-related experiences which were facilitated through school-industry cooperation.

The curricula is comprised of four programs which are offered for three months, six months, nine months, and one year periods. These programs are offered in the evenings. Ninety percent of the total hours are devoted to practical learning.

Vocational Training Centers

Vocational training centers offer short-term skill programs to high school graduates. The major goal is to facilitate the development of skilled manpower. These centers were established in 1962 within technical high schools and industrial plants.

Basic and advanced courses take one year to complete. The curriculum comprises of general studies (10 percent) and major subjects (90 percent). This form of adult education focuses primarily on manpower development for heavy industries. Vocational Training Centers are being expanded to meet future manpower needs.

Jang Soo Schools (Schools for the Aged)

During the 1970s, elementary and junior high schools, churches, and evening schools offered educational services for the aged. These institutes designed classes for the aged as well as providing seminars and other learning activities. The curricula consists of basic and advanced courses which take two to three months to complete. The curricula courses included health studies, civic education, recreation programs, sports activities, and mental hygiene for the aged.

Civic Schools and Higher Civic Schools

In accordance with Article 137 of Korean Education Law, civic schools were established in 1946 to provide elementary and secondary education designed to develop democratic citizenship. Kong Min Schools are equivalent to middle or secondary schools. It is a three-year school for the out-of-school youths. However, the number of schools and students has steadily decreased. (See Appendix D.) This decline is attributed to higher enrollment levels of school-age children into the formal school system. The entrants into Kodeung Kong Min Schools (higher civic schools) are graduates from primary and civic schools who do not continue their education in middle schools.

Trade and Higher Trade Schools

Trade and higher trade schools are prescribed by law. Their objectives are:

1. to nuture an attitude directed toward a continuing study of skills relevant to individual traits and aptitudes;
2. to develop interest in the industry and foreign trade of the nation; and
3. to develop proficiency in planning and economic management.

These courses offered by trade schools (see Appendix E) vary from one to three years. Trade schools admit graduates of primary and civic schools.

Youth Guidance Programs

The rapid growth of the national economy and technology in Korea over the past decade has brought about significant changes in every segment of human life. The current rate of socio-economic changes has led to a conflict of values, especially among the youth of Korea. It is a primary task of education to guide the youth of the country in desirable directions. The government has given its support to various youth guidance programs aimed at protecting the welfare of youth. (See Appendix F.) The Training Center for Youth

Guidance Workers and the Youth Protection Committee are two programs which place an emphasis on preventive measures for juvenile delinquency. These programs include environmental improvement and enlightenment programs.

Youth guidance activities presently underway strive to achieve the following objectives:

1. to shape a new image of adults that will provide a role model for youth;
2. to expand cultural and recreational facilities for youth; and
3. to improve society in a manner that will allow the growth of youngsters in desirable directions.

In order to achieve these objectives, programs are composed of the following:

1. health and physical improvement focusing on the development of motor skills and physical strength;
2. arts, music and group activities cultivating desirable personality;
3. facilitation of socialization; and
4. orientation about the future with an emphasis placed on the development of the ability to adapt to a changing society.

Youth organizations are receiving much attention and are increasing in number.

Women's Adult Education

A further feature of Korean adult education is women's adult education. Some of the programs include Joo Boo Schools (wife's study group), Sin Boo Schools (short training course for brides or young women), and Kang Seup Hwai (lecture or seminar for women).

The WYCA and the Korean Women's Association are the primary sponsors for most of the women's adult education programs. Some programs will include finishing school, housewives' classes, seminars for cooking or vocational training, and a mother's group.

The mother's group programs, which are organized by the communities, provide the following curriculum:

1. discussion and analysis of various aspects of child behavior, development and child rearing, and child education;
2. extending the experience and educational skills of the mother through short-term training programs;
3. vocational programs through retraining courses;
4. recreation and health education through membership training; and
5. population education which is sponsored by government and health service centers.

As mother's group programs become more widespread, there is an increasing number of requests. Especially in favor of promoting these groups are the local education advisors and authorities, board of education, and educational organizers. In 1977, approximately 370,000 women participated in the housewives' class.[8]

4-H Movement and Boy/Girl Scouts

The objectives of the 4-H Movement in Korea were to meet socio-economic needs by modernizing farming, improving living standards and training community leaders. This movement has been incorporated into schools, regional youth organizations, and various other social organizations. It has played an important role in literacy and vocational education as well as the enlightenment movement. Contributions of 4-H movements include an exchange of technical skills with their counterparts abroad and the 4-H Group National Convention.

The Youth Scout Movement in Korea dates back to 1922 with the major purpose to enhance the consciousness of national identity. From 1945 to present, youth

---

[8]Ministry of Education, Statistical Year Books of Education (Seoul, Korea: 1978), pp. 339-353.

scouts have focused on the importance of self-discipline especially for middle and high school students.

Conclusion

Education has the potential of meeting the needs and solving problems of the educationally disadvantaged adults. Korean adult and continuing education has made contributions in the areas of vocational, avocational, and cultural education. If adult and continuing education is to become prominent mainstays of the Korean social system, it is imperative that adult education continuously reexamine its purpose and direction.

During the last decades Korean adult and continuing education has achieved the following tasks:

1. Korean adult and continuing education has grown in scope to incorporate a variety of programs including functional literacy, civic education, skill learning programs, retraining programs, and youth guidance programs.
2. The necessity of adult and continuing education has been stressed as of national importance.
3. It supports the need for scholarship, not only by learned societies, but by general organizations for adult and continuing education.
4. Air and correspondence education has been strengthened and improved. The curricula and textbooks have been revised to better use the broadcasting media.
5. Adult and continuing education is expanding its programs to meet the needs of more groups. Objectives will be on the nature of social education programs as well as extending education to lifelong learning.

Today, Korean adult and continuing education faces such problems as:

1. shortage of financial resources and support;

2. lack of coordination with universities;
3. lack of knowledge pertaining to organization of adult instructional plans; and
4. lack of information, materials, and learning experiences for instructional programs on the basis of community services.

In conclusion, Korean society continues to provide educational opportunities to all through the following programs:

1. vocational, technical and professional education and training for Korean adults;
2. education for the use of leisure time, and maintenance of mental and physical health;
3. education for the aged through Jang Soo Schools;
4. education for home and family life, community development, and young adults through Saemaul Movement and Youth Guidance programs;
5. rural, professional and labor education through New Community Movement;
6. public affairs and professional development through Civic School education;
7. liberal adult education through short-term training programs; and
8. women's adult and continuing education through the Wife's Study groups.

SELECTED BIBLIOGRAPHY

Blaze, Wayne, and Nero, John. External Degree Study: College Degrees for Adults. Boston: Beacon Press, 1979, pp. 6-8.

Boshier, Roger W. "Citation Patterns of Articles Published in Adult Education, 1968-1977." Adult Education 30, no. 1 (1979): 34-51.

The Committee for Korean Social Education. "Life-long Education and Methods for Adult Education." Report on the Seminar on Leadership Training for Adult Education, 1977, pp. 2-18.

The Committee for Social Education. Social Education As Curriculum of College Education. EWHA Womans University, 1972.

Faure, Edgar (chairman). Learning to Be: The World of Education Today and Tomorrow. Paris: UNESCO and Harrap, 1972.

Hwang, Jong Kwon et al. Social Education. Seoul, Korea: Hyun Dai Educational Journal Company, 1962.

Hwang, Jong Kwon et al. Social Education in Korea. Seoul, Korea: National Institute of Education, 1968.

Janes, H.A. "A View of Adult Education in the 1980s." Adult Education 51, no. 3 (November 1978): 137-143.

Kim Jei Man. Saemaul Education: Foundation on Korean Adult Education. Seoul, Korea: Hyung Seoul Book Company, 1973.

Knowles, Malcolm S. "What Do We Know About the Field of Adult Education?" Adult Education XIV, no. 2 (Winter 1964): 67-79.

The Korean Committee, UNESCO. Report for Seminar on the Development of Life-long Education. Seoul, Korea: 1973, pp. 13-27.

Lowe, John. "Impressions of Adult Education in the United States." Adult Education XII, no. 3 (1962): 183-187.

Ministry of Education. Statistical Year Books of Education. Seoul, Korea: Ministry of Education, pp. 339-353.

_____. The Year Book for Education, 1979. Seoul, Korea: Ministry of Education, pp. 232-473.

National Institute of Education. Educational Development in Korea. Seoul, Korea: Ministry of Education, 1979, pp. 152-157.

Noboru, Toyosawa. "Adult Education in Japan in the Edo Period." Adult Education XII, no. 4 (1961): 248-251.

Park, Yon Sam. Adult Education and Community Development. Seoul, Korea: Il Ji Book Company, 1963.

The Royal Chronicle of the Yi Dynasty. Seoul, Korea: Korean National Library, 1972, pp. 213-324.

Welling, Alan. "Mother's Group." Adult Education (British) 51, no. 2 (July 1978): pp. 91-96.

West, Linden. "Continuing Education and Local Radio in Cumbria." Adult Education 52, no. 3 (September 1979): 185-187.

YWCA. Report for Seminar on Women's Adult Education for Vocational Education. Seoul, Korea: 1975.

Young, Michael F.D. Curricula and the Social Organization of Knowledge in R. Brown (ed.) Knowledge, Education and Cultural Change. London: Tavistock Publications, 1973, pp. 339-362.

APPENDICES

APPENDIX A

NUMBER OF AIR AND CORRESPONDENCE HIGH SCHOOLS BY YEAR

Year	Number of Schools	Number of Students
1975	36	15,855
1976	40	18,932
1977	41	21,579
1978	39	21,346

APPENDIX B

AIR AND CORRESPONDENCE (JUNIOR COLLEGE EQUIVALENT)

Name of Department	Student Quota	No. of Applicants	No. of Successful Applicants
Home Economics	2,000	1,912	1,901
Management	3,000	4,850	3,000
Agriculture	2,000	1,900	1,896
Elementary Education	2,000	3,411	2,000
Administration	3,000	4,598	3,000
TOTAL	12,000	16,669	9,797

APPENDIX C

VOCATIONAL SCHOOLS FOR THE YOUTH

Years	Schools	Classes	No. of Graduates
1966	40	78	2,918
1970	39	124	3,100
1973	66	267	11,410
1976	108	432	42,583
1978	112	528	74,238

SOURCE: Annual Surveys of Korean Education (Ministry of Education, 1979), pp. 339-341.

APPENDIX D

NUMBER OF CIVIC SCHOOLS AND STUDENTS

Years	No. of Schools	No. of Students	No. of Teachers
1960	1,412 (561)	97,397 (68,086)	2,364 (2,150)
1965	140 (333)	13,759 (38,861)	450 (1,910)
1970	69 (336)	7,852 (72,338)	245 (2,765)
1975	26 (244)	1,875 (52,512)	93 (2,161)
1978	10 (178)	1,039 (37,874)	59 (1,500)

NOTE: Parentheses mean Higher Civic Schools

APPENDIX E

NUMBER OF TRADE SCHOOLS BY YEAR

Year	No. of Schools	No. of Courses	No. of Students
1966	40	78	2,918
1970	39	124	3,100
1975	61	48	4,928
1977	33	29	2,788
1978	26	34	3,628

APPENDIX F

GROUPS AND ORGANIZATIONS FOR THE YOUTH

Institutions	Date of Establishment	Educational Work
The National Youth Hall	May 28, 1970	Facilities for the Youth
The Korean BBS Association	March 22, 1967	Works for BBS Movement
Seoul Youth Guidance Association	August 15, 1965	Guidance for the Youth
Youth Hostel Association	April 17, 1964	Guidance Through Tour and Sightseeing
Korean Guidance Association for the Youth	July 16, 1970	Guidance for Rejuvenation

SOURCE: Korean Social Welfare Year Book (Seoul, Korea: The Committee for Social Welfare, 1977), p. 600.